**K-5 ELA Lesson Plan**

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| **Teacher:** | | **Grade: 4th Grade** | | | **Date(s)**: Lesson 1 |
| **Unit Title:**  Establishing a Community of good Readers and Writers | | | **Corresponding Unit Task:** Task 2 | | |
| **Essential Question(s):**   * *How do readers infer character traits based on their thoughts, action’s and dialogue?* * How does using strategies help me as a reader? | | | | | |
| **Materials/Resources** | | | **Essential Vocabulary** | | |
| **Teacher/Student:**    [Dynamic Character Graphic Organizer.docx](Dynamic%20Character%20Graphic%20Organizer.docx) | | | | Dynamic Character, Character Traits | |
| **Learning Experience(s)** | | | | | |
| **Gradual Release of Responsibility:**  X Modeled  X Shared  X Guided Practice   * Independent | **Reading**  **Standards:** RL 4.10 (comprehending a variety of text) RF 4.4 (fluency in order to comprehend)  **I Can Statement(s):** I can identify character traits that are explicitly stated and ones that are inferred.  **Instructional Plan:**  **Activator:** Activate student’s prior knowledge by asking them to think about how they have changed from 3rd grade to 4th grade? What events caused their change? Are they a better, more mature person?  **Modeled:** Teacher will begin by reading the story entitled: Mr. Lincoln’s Way Written by: Patricia Polacco.  As the teacher reads pages 1-8 he/she will use clues in the text to determine characteristics of the little boy Eugene Esterhause and how he feels about the principal Mr. Lincoln. Teacher will model how students can list these clues in the box labeled “Beginning” on the Independent graphic organizer. (Student graphic organizer is provided in Teacher and Student Materials below.) Teacher will explain that often times something will happen in a story that changes the way the character acts or feels.  As the teacher continues reading pages 1-8 , he/she will ask the following question:  *How did I describe how the character felt in the beginning of the story? Students should respond that you identified clues in the text and pictures that helped you to figure specific character traits about how the character thought and felt.*  **Guided Practice**: The teacher will continue reading Mr. Lincoln’s Way pages 9-18 using clues in the text to determine how the little boy feels in the story. Teacher will stop reading on page 18. Together, students will help teacher to write a new list of clues in the box labeled “Middle” on the Independent Practice graphic organizer and discuss if this is similar or different than how he felt at the beginning of the story. What happens in the story and does it change the way the little boy feels? How do we know?  **Independent:** Studentswill finish listening to Mr.Lincoln’s Way, and use clues from the text to determine how the little boy feels at the end of the story. Students will write descriptive words into the box labeled “End” on their independent graphic organizer. Students will explain if this is similar or different to how character felt during the first half of the story and how they know character’s feelings changed. | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Writing**  **Standards:**  **I Can Statement(s):**  **Instructional Plan:** | | | | |
| **Gradual Release of Responsibility:**  X Modeled   * Shared * Guided Practice * Independent | **Word Study** | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Speaking & Listening**  **Standards: SL.4.1-** Engage effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led with diverse partners on grade 4 topics and texts, building on other’s ideas and expressing their own clearly.  **I Can Statement(s):** | | | | |
| **Closing/Summarizing Strategy** |  | | | | |
| **Differentiation Strategies** | | | | | |
| **Extension** | | **Intervention** | | | **Language Development** |
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| **Assessment(s) & Reflection** | | | | | |
| **Assessment(s):** | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | |

*Note: This template does not reflect the lesson plans for Guided Reading.*